DOCUMENT RESUME

ED 116 865 32 RC 008 936

AUTHOR Lange, Drexel D., Comp.: And Others
TITLE Annual Evaluation Report for Migrant Programs Fiscal Year 1975 (School Year 1974-1975) [Iowa].
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE Dec 75
NOTE 46p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Academic Achievement; Bilingual Education; Curriculum; *Enrichment Programs; Inservice Teacher Education; Interagency Coordination; Language Development; *Migrant Child Education; Parent Participation; *Program Evaluation; *State Programs; *Summer Programs
IDENTIFIERS Elementary Secondary Education Act Title I; ESEA Title I; *Iowa

ABSTRACT

During fiscal year 1975, 4 school attendance centers were operated: (1) Migrant Action Program, Mason City; (2) Reinbeck Community, Reinbeck; (3) Muscatine Community, Muscatine; and (4) Muscatine-Scott County, serving Muscatine and West Liberty schools. Although each local educational agency (LEA) approached the migrant child's educational problems differently, the individualized instruction concept was central in all programs. There were 229 migrant children served during the year. Standardized testing, Migrant Student Record Transfer System printouts, and teacher judgement determined the grade level instructional activities. Normal age-grade criteria was used for grade classification during the regular school term; during the summer, instructional grouping was established by attainment level with the actual age range limited to a 3-year differentiation. Although summer programs were integrated with the regular Title I summer programs in the morning, afternoon sessions were for migrant children only and included such enrichment activities as art, swimming, field trips, and club activities. Coordination with other program concerned with the migrant's problems was maintained. Each LEA provided inservice training for their entire migrant program staff. Each LEA reported that the migrant educational program was successful. This report includes the Muscatine Community School evaluation report to show in more detail the LEA perspective in migrant education. (NQ)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NAT'ONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

5200-C24446-12/75

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

STATE BOARD OF PUBLIC INSTRUCTION

Mrs. Virgil E. Shepard, President, Allison
T. J. Heronimus, Vice President, Grundy Center
Robert J. Beecher, Creston
Mrs. Richard G. Cole, Decorah
Ronald P. Hallock, West Des Moines
Miss Virginia Harper, Fort Madison
Mrs. Earl G. Sievers, Avoca
John E. van der Linden, Sibley

ADMINISTRATION

Robert D. Benton, State Superintendent, and Executive Officer of the State Board of Public Instruction
David H. Bechtel, Administrative Assistant
Richard N. Smith, Deputy State Superintendent

Prepared by:

Title I Unit
Pupil Personnel Services Branch
Drexel D. Lange, Associate Superintendent
Dr. Oliver T. Himley, Chief, Title I
James F. Bottenfield, Migrant Consultant, Title I

IOWA ANNUAL EVALUATION REPORT

FOR MIGRANT PROGRAMS

Title I, ESEA

Fiscal Year 1975

In Iowa the educational program for migrant children is funded by Federal and State monies. The ESEA, Title I section has the responsibility of coordinating the two sources of funding into one educational program which is operational the year round. The summer school program is financed by Title I and Migrant Title I funds with the educational activities designed to assist the children become more proficient in English via English as a second language approach. During the regular school year, State and local funds supplemented by the LEA's Title I funding plus Title I Migrant funds are utilized to underwrite the educational program activities.

I. OPERATIONAL PROJECTS

During FY 75 there were four school attendance centers funded and operational. The four centers were Migrant Action Program, Mason City; Reinbeck Community, Reinbeck; Muscatine Community, Muscatine: and Muscatine-Scott County, serving Muscatine and West Liberty schools. There were minor variations in each of the LEA's

approach to the educational problems of the migrant children, but the concept of individualized instruction was central in all of the programs. In addition, a dental health project was funded and handled by the Muscatine Migrant Committee.

II. CHILDREN SERVED

There were two hundred twenty-nine children enrolled in the migrant program during FY 75. This figure represents the true migrant as well as the settled-out migrant children.

A copy of the instrument used to identify the migrant child is included in the appendix of this report.

III. GRADE PLACEMENT

Standardized testing, MSRTS printouts, and teacher judgement determined the grade level instructional activities for the children.

For the summer school, grade placement, per se, was abolished and instructional grouping was established by attainment level with the actual age range limited to a differentation of three years.

For the regular school year the normal age-grade criteria was utilized for grade classification. However, the special teachers adjusted to whatever level of the child's educational attainment was and proceeded from that point.

The teacher-pupil ratio for the summer school programs varied from a range of one-to-one to a high of one to fifteen, depending upon the particular curriculum concepts being taught. The regular school term ranged from the normal accepted in each LEA to a low of one-to-one

in the special help areas needed by the children.

IV. INTER-RELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

The summer migrant school programs were integrated with the regular Title I summer school programs during the morning sessions. The afternoon sessions were for the migrant children only and included the enrichment activities such as art, swimming, field trips, and club activities. This combining of the two programs enabled the local schools to get maximum use of their specialized personnel to work on the common problem of helping the children who were behind in their respective age-grade classification. The pooling of equipment and materials from each program eliminated duplication in purchasing which was financially rewarding to both programs.

For the regular school year, all children needing the services of Title I programming were included. In addition, migrant bilingual teachers helped the migrant children assimilate the basic English oriented curriculum subjects.

V. COORDINATION WITH OTHER PROGRAMS

Via telephone, letters, personal visitations, and formal meetings, a good harmonious working relationship is maintained among the various agencies concerned with the problems of the migrant. This includes education, health, legal, working conditions, housing, clothing, and spiritual areas of concern for the migrant family. There is one common concern equally shared by all agencies -- there never seems to be sufficient funding for each of the service areas to feel that they have

done all that could be done for the people being served. This concern brings the agencies together so that they pool their resources wherever possible for the common goal of trying to help improve the life style of the migrant people.

VI. INSERVICE TRAINING

Each LEA is charged with providing inservice training for their entire staff for the migrant school programming. The schools were encouraged to send key personnel to the national meetings which devoted a large segment of time in the area of inservice training. LEA personnel from two school systems as well as SEA personnel attended the National Migrant meetings in New Orleans. One LEA took their entire staff to attend the Illinois Migrant inservice meeting. The delegates in turn conducted local inservice meetings with the local staff and shared concepts being advocated and implemented in other areas of this country.

The Texas itinerant teacher, who was assigned to this State for the summer migrant program period, was an excellent resource person for the LEA staff in providing educational insights to the migrant children.

VII. PARENT INVOLVEMENT

The migrant parent cannot have an immediate imput into planning for the current school program for his child as he is not present during the planning stage. However, the parents are consulted about the present ongoing educational program and suggestions and comments they make are taken into consideration during the planning phase for the next

school session. The settled-out migrant parents are invited to participate in the planning phase of the program and they do come forth with their concepts.

VIII. PROGRAM EFFECTIVENESS

Each LEA reported that in their estimation the educational program for the migrant children was successful. It was particularly heartening to have them report that in recent years the children were narrowing the age-grade gap from the previous year. In this writer's opinion it is a sign that Migrant Education is beginning to pay off dividends for the time and funding expended.

APPENDIX

The Muscatine Community School evaluation report is included at this point in order for the reader to see in more detail the LEA perspective in migrant education.

MUSCATINE TITLE I REMEDIAL AND LANGUAGE DEVELOPMENT SUMMER PROGRAM EVALUATION REPORT

OCTOBER, 1975

MUSCATINE COMMUNITY SCHOOL DISTRICT

MUSCATINE COMMUNITY SCHOOL DISTRICT

REMEDIAL AND LANGUAGE DEVELOPMENT
PROGRAM EVALUATION

The financial resources of Title I grants No. 2221 - Remedial and Migrant No. 101M - were utilized to provide a six week summer session of supplemental educational opportunities for students who typically function one to three years below the grade level commonly associated with their age groups.

Our summer educational program was initiated Monday, June 30, 1975 at Franklin Elementary School and concluded after twenty-nine daily sessions on Friday, August 8, 1975.

I. Exemplary Projects

A continuous progress multi-aged grouped approach to the educational task in language arts and mathmatics was provided for the combined program participants.

Multi-age grouping afforded our combined program enrollees many opportunities to develop skills as well as to acquire knowledge in a classroom atmosphere devoid of the tensions created when students are expected to attend classes geared to particular age/grade levels. The removal of artificial grade level barriers resulted in the assignment of students within an age range of two - four years to classes within a unit comprised of three classrooms. Thus class groups represented no particular grade level and the continuous progress instructional approach was designed to diagnose the individual needs of the students.

In addition to the multi-aging within each unit, pupils from the Blue and Green units, representing both the remedial and language development programs and ranging in age from nine to sixteen, were integrated during the morning sessions when both programs functioned. Blue and Green unit students were exchanged on a random basis within the same age groupings.

Primary unit pupils ranging in age from four to nine remained within their own program structure for classroom instruction due to the very different language development needs of most Mexican-American students at the primary level.

Our first instructional priority was to identify each student's functional reading, spelling, and math skills levels to permit the units to develop a program designed to afford maximum assistance in the acquisition of a new language skills of expression and comprehension as well as the improvement of math basic concepts.

Upon their entry into the combined program students were administered a pre-test to diagnose their individual skills needs in reading, spelling, and math to be followed by the prescription of an individualized program of instruction.

READING PROGRAM

The reading skills diagnostic tests accompanying the Fountain Valley Teacher Support System were administered to combined program enrollees to provide meaningful diagnostic patterns and to identify specific deficiencies. This particular testing procedure allowed the staff to evaluate the pupils on what they could do, not on how they compared to a grade level or national norm.

Because reading is an individual task our staff of instructors designed a reading program which provided opportunities for students to increase their proficiency in basic reading skills through the process of specialized methods of instruction, lesson organization, flexible grouping, and the utilization of a variety of instructional hardware and software.

Flexible grouping sometimes meant the exchange of students within the unit for the more effective utilization of time and materials for teaching pupils who possessed the same skills needs.

The lesson organization almost always required selection of instructional material to be presented to small groups of from two to eight learners whose skills deficiencies were similar.

The remaining learning modes including large group, independent, and one-to-one were also incorporated in the daily planning of reading activities.

The instructors from each of the four program instructional units selected specific learning objectives from the Fountain Valley Support System list of 277 objectives covering the five basic reading skills areas.

Diversified learning activities described by the Fountain Valley Support System provided the instructors a variety of teaching alternatives utilizing the many teaching resources available in the Media Center. Our staff identified additional learning activities which have been arranged and coded by skills level for future reference.

In addition to the concentration on reading skills development, students were afforded many opportunities to read aloud and silently utilizing the Scott-Foresman Reading Systems as a basal text.

The Super Readers program sponsored by the Mississippi Bend Instructional Materials Center encouraged our combined student body to read at least five library books to qualify for receiving a Super Reader Award Certificate. Student response was excellent with the majority of our pupils qualifying for the award long before the close of our six week session. See Attachment A for a copy of the Super Reader Award certificate.

Pupils were post-tested upon completion of learning activities covering a specific reading skill and upon completion of the learning activities designed for student mastery of a specific group of reading objectives. Teacher constructed tests were used for isolated skills testing and the Fountain Valley Skills Test was administered for testing mastery of a group of skills.

Post test results indicated a student's readiness to advance to a higher skills level or the need for re-teaching areas of deficiency by utilizing other learning strategies which offered new instructional activities.

Individual Continuous Progress Profile records for each student have been maintained in reading which provide an up-to-date, ongoing record of reading skills progress for pupil and teacher.

These textbook series and audio-visual programs provided many learning alternatives for our remedial and language development students:

Barnell Loft-Specific Skills Series

Bill Martin-Instant Readers Series - Holt, Rinehart, & Winston

Languagemaster - Word-Picture Program
Linguistic Word Pattern Program
Phonics Program - Bell & Howell Corp.

Learning With Laughter Kits - Scott Company

Miami Linguistic Readers - D. C. Heath Company

Peabody-Language Development Kits - American Institute

Readers Digest-Skills Builders Kits
Primary & Intermediate Levels - Readers Digest Services

Reading Systems - Levels 1 - 22 - Scott-Foresman

Sights and Sounds - Storybooks & Cassettes - Random House

SRA-Reading Laboratories - Scientific Research Associates

Study Scope - Essential Reading Skills Classroom Laboratory - Benefic Press

Tutorgram-Program Kits - E.K.C.A. Corp.

Wallensak - Language Arts Program - 3-M Company

System 80 - Early Childhood Concept Development -
Learning Letter Sounds
Phonics Program - Borg-Warner Corp.

MATH PROGRAM

Multi-age grouping helped to reduce the wide span of math ability levels within each classroom, thus enabling instructors to provide more individual assistance for each child.

Form A of the computational test accompanying the Houghton Mifflin Individualized Computational Skills Program was given to each student as a pre-test upon his entry into the program to (1) determine the level of his basic math skills mastery and (2) to provide pre-test results to later compare with post-test data in an effort to measure student growth during the summer school session.

The computation test results were translated into an individualized continuous progress program for students which emphasized mastery as well as application of a basic math facts so necessary for the solution of practical everyday problems.

Instructors working as teams within each unit identified skills objectives appropriate to the needs of their students and as an on-going process selected learning activities designed to teach these basic math skills.

Teacher-constructed games were often used to motivate students as they worked for mastery of basic math skills. These audio-visual materials and programs were incorporated into the daily programming of math instruction:

Cyclo-Teacher Program - Field Educational Corp.

Individualized Computational Skills Program - Houghton Mifflin Company

Instructo Math Kits - Instructo Products

Languagemaster Math Fact Program - Bell & Howell Corp.

Math Fact Records - John B. Caddy Company

Math Tape Program - Houghton Mifflin Corp.

Peabody Language Development Kit - American Institute

S.R.A. Arithmatic Fact Kit - Scientific Research Associates

Study Scope Primary & Intermediate Classroom Laboratories

System 80 Beginning Math Concepts - Borg-Warner Corp.

Tutorgram Math Program - E.R.C.A. Corp.

Veri-Tech Boards - Educational Teaching Aids

The Houghton Miffiin I.C.S.P. skills sheets and inventory tests were administered as a post-test to determine student readiness for an advanced skill level or the need for reteaching skills for which students had not attained the desired mastery.

Individual student math record cards were maintained to identify skills successfully mastered as well as to point out skills to be yet acquired.

RESEARCH STUDY

This summer the program director and Dr. James Schnur, University of Northern Iowa Professor of Education, collaborated in arranging a research project to determine what effect the controlled utilization of personal-sized calculators would have upon math learning in the elementary classroom.

Four classrooms, two each from the combined program Blue and Green Units, were selected to participate in this study. All four classrooms included boy-girl representation, migrant and non-migrant student integration, and a multi-age grouping range of 9 to 14.

To assure the validity of the study two classrooms were designated as "control" groups while the remaining two were to function as "experimental" classes. Integrated program pupils were assigned to the "control" - "experimental" class groups in a true random sampling.

All calculator study students were administered Forms A & B of the I.C.S.P. Achievement Test in a pre-post testing sequence to measure individual and group progress within each of the four classrooms participating in the study.

The four instructors involved in this research project used the pre-test math results to prescribe individualized learning activities for their students.

Basic instructional aides utilized in both the "control" and "experimental" classrooms included I.C.S.P. Skills Sheets and Models, System 80 Beginning Math Concepts Lessons, Veri-Tech Boards, Languagemaster Math Fact Program Cards, and teacher-devised Learning Center activities.

Thus all four research study classrooms incorporated the same basic teaching tools into their daily program - with one important exception. The two "experimental" classrooms shared the use of eight (8) Casio Personal-Mini calculators for basic math skills instruction.

The "experimental" group teachers first instructed their students on the proper utilization of the calculators. This procedure was followed by scheduling each "experimental" student's operation of a calculator for a minimum of 50 minutes each week with a time sheet maintained for each student to assure compliance with the time guidelines established.

"Experimental" students were taught to use the calculators for (1) verifying correctness of written answers upon completing assigned computational problems and (2) computation of actual answers to problems on every 3rd I.C.S.P. skill sheet, with the exception of the last skill sheet for each basic computational strand which was utilized as a written post-test for each specific skill.

As we personally observed "experimental" students at work during the six week summer session, we were impressed by their desire to operate the calculators to both prove their work and to find answers to their computation problems. They appeared to be highly motivated throughout the math instructional period.

Analysis of the pre-post I.C.S.P. "control" - "experimental" group test data has revealed a definite achievement advantage for the calculator "experimental" groups at the statistically significant .001 level over the "control" non-calculator classrooms.

As a result of our findings we must tentatively conclude that the calculator is a very useful and valuable instructional tool which can significantly increase math learning. Additionally the "experimental" class instructors reported class time was much more economically scheduled because students checked their own papers which allowed for more individualized assistance to be given by each teacher.

A research study to be published in the near future will report the complete findings of our calculator study. This report will be disseminated to the local board of directors the State Department of Public Instruction, and to interested educational publications.

SPELLING PROGRAM

In spelling a continuous progress placement test was utilized to determine individual placement of each child in the instructional program. Appropriate word lists for each spelling level were then assigned to each pupil in accordance with his placement test results.

During the daily 20-30 minute spelling period students studied their word lists independently utilizing the eight study steps outlined by the Economy Company Continuous Progress spelling kits. Application of spelling generalizations allowed students to progress at their own rate as they mastered the spelling of many new words.

Some students were assigned other learning alternatives including System 80 Developing Spelling Skills lessons while others were assigned pages in a traditional type of spelling workbook.

LANGUAGE PROGRAM

A bi-lingual approach to attacking the English deficiencies of the Mexican-American migrant students who lack the necessary phonics and decoding skills to communicate successfully in English was provided by the Language Development Program for migrant children.

At the early primary level, ages 4-7, instructors used a bi-lingual primer Tito, Beginning Reading in Spanish to acquaint students with the concept of reading and the skills involved. This Spanish primer introduces the student to the printed Spanish words which have already been assimilated into his speaking vocabulary. The transition to English occurs as the instructor presents the English equivalent both in writing and by oral expression.

The Bowmar Early Childhood Spanish Series as well as the Peabody Language Development kits were particularly useful for instructing the early primary level students.

Students were encouraged to use both languages, with emphasis placed upon English expression, during classroom activities. Directions for completion of daily assignments were repeated in Spanish by either the bi-lingual instructor or a bi-lingual instructional aide as required.

Additional bi-lingual instructional materials utilized for instructing English language deficient Mexican-American students for all age levels included:

Hear - See - Say Phonics Program

Apprendiendo A Leer

Fabulous Bilingues Series

Disneylandia Stories and Cassettes

Miami Linguistic Readers

Let's Speak English

Spanish Sights and Sounds

Sesame Street Magazines - Spanish Edition

Se' Quien Soy - English Around the World

Beginning Fluency in English

Introducing English

Action Phonics - Bilingual Version

A Portfolio of Outstanding Americans of Mexican Descent

Who Am I?

How Do I Learn?

Bilingual Reading Series - Levels 1-11

Bilingual Snytex Kit

Spanish Scrabble

Bowmar Early Childhood Spanish Series

BICULTURAL INSTRUCTION

Classroom instructional activities intended to nurture pride in the Mexican-American students' own cultural and linguistic heritage as well as to foster a better understanding of and respect for other cultures were scheduled during two thirty-minute class periods each week. Remedial program instructors also scheduled similar bicultural lessons during one half-hour period each week.

The Language Development art and music instructors planned their lessons around a central theme of Mexican-American holidays and traditions.

Bicultural instructional aids available include:

Chicano Cultural Series

Cesar Chevez - Man of Courage

Five Children

Five Families

Folk Songs of Mexico

Living in Mexico

Mexican Americans

FIELD TRIPS

Weekly educational field trips exposed our combined program enrollees to the "sights and sounds" of the community. This summer's itinerary included trips to a museum, radio station, bakery, bank, and a fish hatchery.

These educational "excursions" provided students almost unlimited opportunities for language stimulation activiites during preparation for the trips, while participating in the field trips, and when reacting to their experiences upon returning to the classroom.

UNIT ORGANIZATION

This summer our organizational structure involved the unit concept. Each unit was comprised of three instructors who worked together as a team. The primary responsibility of each of our four professional teams was to plan, evaluate, and adapt the instructional program to best meet the individual needs of the students assigned to the unit. Team members were dedicated to the task of creating a relaxed, personalized environment that was highly conducive to learning - one that turned children "on" not "off".

Each unit selected its own leader who participated as a member of the Instructional Improvement Committee. The I.I.C. composed of the unit leaders and the principal met each Friday at 7:45 A.M. to discuss general progress and to plan together for the improvement of the total instructional program.

At the unit level teachers "teamed" by sharing ideas and materials, selected their instructional objectives, planned diversified learning activities, and agreed upon written evaluation procedures.

The combined program staff revised and updated student progress report forms which served a threefold purpose:

(1) Provide a cumulative record of each student's summer progress.

(2) Provide a progress report to be forwarded to the student's assigned school.

(3) Offer an explanation of student growth during the program to the parents of each pupil. (See Attachment B) for examples of the Continuous Progress Report Forms).

HOME-SCHOOL COMMUNICATION

Particular emphasis was placed upon better informing parents about their children's progress throughout the six week program. Our communications approach included visitation of migrant camps. Each Language Development instructor visited at least one camp for the express purpose of meeting parents and briefly explaining their children's progress. Trips to the camps were arranged after school and sometimes in the early evening when parents returned to their camps.

Each combined program unit prepared a weekly newsletter to be sent home on Fridays. Language Development aides assisted by preparing a Spanish edition of each newsletter.

Parents as well as the general public were invited to visit our classrooms. A newspaper editorial prepared by the Muscatine Superintendent of Schools, Mr. Arthur Sensor, offered an open invitation for any interested citizens to come in and observe the progress of our students. The Summer Program Director during a public affairs radio interview, also promoted visitation by the local citizenry.

II. CHILDREN SERVED

The aggregate combined program enrollment was two hundred sixty-four (264) students, an increase of nineteen (19) students over the previous summer's total enrollment.

The Language Development program's average daily attendance included 74 students, while the average daily attendance for the Remedial Program amounted to 111 pupils.

The aggregate number of Language Development students attending our summer session -- 111 represents a decline from the previous summer's aggregate attendance -- 135. The primary factor contributing to the decline in Language Development enrollment is the reduction in the number of Mexican-American families migrating to this area in search of field work. The total Language Development figure included 59 interstate migrant children and 52 "settled-out" Mexican-American pupils.

The "settled-out" former migrant pupils are eligible to attend classes under the provision of the Five Year Eligibility Provision Public Law 89-750 which states. "Should a family meeting either interstate or intrastate migrant conditions decide not to continue to follow the crops but "settle" in a given community, a child in such a family may be considered eligible to participate in projects funded under Public Law 81-750 for a period of five years with written consent of the parents".

Fifty-one percent (51%) of the Language Development program enrollees came from families who have resided in the area for less than one year and continue to migrate from Texas to Iowa to join in the annual tomato harvest in this area.

The Remedial program's average daily attendance increased by thirty-two (32) students over last summer's figure, necessitating the employment of an additional teacher and aide. This sizeable upswing in enrollment can be attributed to teacher-administrator cooperation in notifying parents about the eligibility of their children to attend the summer program and to greater parental recognition of the educational benefits derived from summer school participation.

A report of the day-by-day comparison of the Language Development program's average daily attendance for the past two summers' is shown in Attachment C. A similar report for the Remedial Program is illustrated by Attachment D.

See Attachment E for a complete Language Development enrollment report by school districts for the past five summers, 1971-1975 inclusive.

See Attachment F for a copy of the instrument used to identify migrant children.

This is a copy of the form provided by our State Department of Public Instruction for the enrollment of Language Development students.

III. GRADE PLACEMENT

No need exists during our summer session to identify a student's previous grade level assignment. Pupils were multi-age grouped and therefore were not assigned to classes geared to particular age/grade levels.

IV. TEACHER-PUPIL RATIO

The combined program pupil-teacher ratio was 14.8 to 1. More specifically, with an average daily attendance of 111 pupils taught by 7 instructors the Remedial Program's pupil-teacher ratio was 15.8 to 1. The Language Development program's pupil-teacher ratio was 13.5 to 1.

The type of individualized continuous progress programming designed for educationally disadvantaged students we conduct necessitates maintenance of reasonable student-teacher ratios within each classroom. Our class size was maintained at a favorable level.

V. COORDINATION WITH OTHER PROGRAMS

Several state and local agencies are involved in programs which provide various forms of assistance to migrant families.

The Migrant Action Program operates a Day-Care and Headstart Center for children from interstate migrant families. This program, which serves pre-school children from the same families served by our elementary summer school, operates from the latter part of July into late September.

The Muscatine Scott County School System provided a school social worker as well as a bi-lingual social worker intern to assist with the enrollment of students prior to the start of the summer session and during the first three weeks of the program. The Muscatine Scott personnel assisted with attendance service by visiting migrant homes and camps to determine the reasons for absenteeism and by helping our program staff to maintain more accurate pupil accounting procedures in notifying us immediately when students no longer would attend due to a families leaving the area.

The Muscatine-Scott County School System, the Muscatine Community School District, and the West Liberty Community School District continued their cooperative efforts to serve the educational needs of "settled-out" Mexican-American students by providing five certified elementary bi-lingual instructors to staff the Itinerant Teacher Program.

These bi-lingual instructors are assigned to several attendance centers in Muscatine and West Liberty to assist individuals and small groups of Mexican-American students by helping them to improve language skills of expression and understanding.

This language development program funded by both state legislative appropriation and by regular Title I allocation serves the same "settled-out" Mexican-American population eligible to attend our summer Language Development Program.

Language Development hardware is being shared with six Title I elementary attendance centers where "settled-out" migrant pupils attend classes throughout the school year. System 80 audio-visual units are on loan to Madison, Jefferson, Garfield, Washington, Hayes, and Lincoln Schools where remedial reading instructors are employed under the regular Title I funding.

Ths Muscatine Migrant Committee cooperated with our program staff by arranging a medical clinic for migrant pupils on July 18 and July 30, 1975. Senior medical students under the supervision of a resident medical doctor from the University of Iowa completed physical examinations, urinalysis, and blood tests on 45 migrant students.

Medical referrals for seventeen (17) students who required further evaluation and possible treatment were forwarded to the Friday evening migrant family clinic held at the Trinity Episcopal Church Parish Hall.

The Muscatine Migrant Committee, Muscatine County Relief Office, Muscatine County Social-Welfare Department, Muscatine Public Health Nursing Association, the Muscatine Community School District, and the Muscatine County medical and dental societies cooperated with the State University of Iowa's College of Dentistry to arrange for the location of the College of Dentistry's Mobile Examination Unit at Franklin School throughout the period from July 7 until August 9, 1975.

The four-chair mobile dental unit was utilized to provide dental health care for qualified combined summer program enrollees, as well as other economically disadvantaged adults and children in this immediate area.

Senior dental students, supervised by a licensed dentist, completed screening examination on 131 of our combined program pupils.

Follow-up dental treatment was completed for 15 students while many additional students were referred for treatment after the conclusion of the summer session. The mobile laboratory remained operative for three weeks after the close of our summer school program.

Senior dental students enrolled in the dental training program visited every classroom daily during the first three weeks of our session to present a comprehensive preventative dental education program.

The mobile dental lab staff provided the enrollees with the basic tools necessary for daily care of their mouths -- toothbrushes, floss, and disclosing tablets. Individualized instruction and reinforcement presented daily helped the pupils to better understand the importance of dental care.

The Muscatine Boy Scout Council and the Muscatine Migrant Committee organized cub and boy scouting activities for Language Development pupils. These meetings were held each Wednesday immediately following dismissal of classes.

The Iowa East Central TRAIN assigned a Youth Corps enlistee to assist the summer programs' custodial staff.

The Food Services Division of the Iowa Department of Public Instruction funded our hot lunch program under the provisions of the Muscatine Community School District's food service agreement. Nutritious breakfasts and noon hot lunches were available to combined program enrollees. Adults as well as students whose parents did not qualify according to the free or reduced meal guidelines were required to purchase their meals. U.S.D.A. commodities were used by the food service staff to prepare the daily menus.

The L & M and West Liberty Community School Districts provided bus transportation for migrant children residing in their districts who were brought to Muscatine to participate in our Language Development Program. Title I migrant funding reimburses the L & M and West Liberty School districts for the busing of these migrant children to our attendance Center.

Through the combined efforts of the Title I financial coordinator, the superintendent of the Muscatine Community School District, the superintendents of the Muscatine-Scott School System, the L & M School District, and the West Liberty Community School District, the program coordinator of the Muscatine Migrant Committee, the deans of the Medical and Dental Colleges of the University of Iowa, the director of the Muscatine County Social Welfare Department, and the program director of the Remedial and Language Development Programs, the services provided by the various agencies previously described were successfully coordinated.

It is our conviction that a comprehensive program of educational services has been afforded our Mexican-American enrollees. Our primary objectives will continue to be refinement of educational services already available.

VI. IN-SERVICE TRAINING

The Language Development professional staff participated in the two day Eighth Annual Migrant Workshop sponsored by the Illinois Office of Education prior to the opening of the summer term.

Topics presented and discussed during the Illinois Migrant Workshop included "Career Awareness for Spanish-Speaking-Children" "Math and the Metric System", "self-concept", "rates of Language Learning", "Evaluation Process", and "The Politics of Migrant Education".

Participation in this conference proved to be a valuable pre-service experience for our staff.

A two day pre-service orientation and workshop for the combined program staff preceded the opening of our summer session.

Combined program orientation topics included an overview of the program and its objectives, evaluation procedures, and maintenance of an effective instructional management system. Additional time was devoted to preparation of the classrooms, and distribution of instructional supplies and equipment.

The regular scheduling of unit and I.I.C. meetings during the six week summer session provided numerous additional in-service opportunities for the program staff. Topics discussed and acted upon included selection of field trip destinations, design of pupil reporting instruments, testing procedures, and resolving curriculum and organizational problems encountered.

The program director and Media Center Clerk offered in-service instruction for both teachers and aides during the pre-service workshop as well as throughout the summer session. Resources demonstrated included System 80, Wollensak Math Tapes, Readers Digest Skill Builder Kit, Fountain Valley Reading Support System, and the I.C.S.P. Math Program.

Mrs. Mildred McKnight, a migrant instructor for the Harlingen, Texas School District, Harlingen, Texas observed our program from June 26, 1975 through August 8, 1975. Mrs. McKnight consulted staff members regarding program objectives and progress, interpreted the status of Texas migrant program, offered suggestions for upgrading our program, visited parents at their camps and homes, assisted with the supervision of children during field trips, and consulted with the project director in attempting to foster closer cooperation between the states of Texas and Iowa.

We would encourage continued assignment of a Texas migrant interstate cooperative project migrant instructor to the Iowa Migrant Program for the summer of 1976.

VII. NON-PUBLIC SCHOOL PARTICIPATION

Pupils enrolled at Hayes Elementary School during the regular school year attended both our remedial and Language Development classes. The enrollment procedures and requirements were the same for parochial students as they were for public school enrollees.

IV. DISSEMINATION

A Muscatine Journal news feature published shortly before the start of the summer term, described the Remedial and Language Development program's summer education activities. The program director provided a description of combined program educational activities during public affairs broadcasts on two separate occasions sponsored by the local radio station, K.W.P.C.

Copies of this evaluation report will be forwarded to the Muscatine Community School Districts Board of Directors, the Superintendents of the Muscatine-Soctt, L & M, and West Liberty School Districts, the State Department of Public Instruction, and the Muscatine Migrant Committee for incorporation into its annual report.

IX. COMMUNITY INVOLVEMENT

The Language Development Program has employed migrant parents whenever such employment is feasible.

Three bi-lingual Mexican-American aides from "settled-out" former migrant families were employed to assist instructors in the classrooms. Their command of both Spanish and English as well as their understanding of the culture and traditions of the Mexican-American family unit particularly suited them for assignment to this supportive role.

The following Instructional Aide Job Description is taken from the Remedial and Language Development Summer Program Handbook:

General Duties:

Under supervision of the principal, teacher, and other personnel involved in the program, the instructional aide is responsible for general clerical duties, issuance and return of supplies, and other duties as may be assigned to support the teacher's instructional role.

Specific Duties:

1. Monitor students during their utilization of instructional materials and equipment within the learning center
2. Mark papers with aid of key.
3. Check roll
4. Collect and return assignments
5. Pass out and collect instructional materials.
6. Set up and dismantle displays and demonstrations.
7. Run errands
8. Keep equipment and materials clean and in operating condition.
9. Assist in maintenance of student records.
10. Prepare charts
11. Accompany children when necessary to lunchroom, Media Center, playground, water fountain, or restroom.
12. Help supervise directed play activities. A teacher must also be present during periods of supervision.
13. Aid in flash-card drills.
14. Drill children who need additional practice after the teacher has established a pattern structure.

Migrant parents are not available for planning because they do not arrive in this area until the program is operational, and upon their arrival they usually begin working 10-12 hour days in the fields.

There is parental representation from the settled-out Mexican-American population in this community serving on Title I school district parent advisory committee.

Various church groups from other areas of the state donated health kits for interstate migrant children containing tooth brushes, toothpaste, soap, wash clothes, brushes, combs, and other toiletries.

X. PROGRAM EFFECTIVENESS

In terms of satisfying or fulfilling the stated program goals and objectives we feel the Combined Remedial and Language Development program was very successful.

The following program goals and program objectives were established to provide program direction and to measure instructional effectiveness:

PROGRAM GOALS

1. To develop and reinforce the English reading, Language, and Math skills of the combined program enrollees.

2. To develop positive attitudes toward school and about themselves through an individualized continuous progress approach.

3. To integrate the Migrant Language Development and Remedial summer programs.

4. To enrich the experiences of our migrant, settled-out migrant, and remedial students.

PROGRAM OBJECTIVES

I. By the end of the six week instructional program the average reading skills growth will be twelve (12) as measured by the Fountain Valley Reading Assessment Program.

II. Math skills will improve at an average rate of 1.5 months during the six (6) week instructional program as measured by the Houghton Mifflin Individualized Computational Skills pre and post assessment instruments.

III. Early primary level students will improve their average percentile rating by 35 points during the six week instructional program as measured by the administration of alternate forms of the Metropolitan Readiness Standardized Achievement Test.

Alternate forms A and B of the Metropolitan Reading Readiness Standardized Achievement Tests were administered to the Language Development early primary level students in a pre and post-test sequence to measure growth during the six week session. Students within the 4-6 year age span are not yet ready to work on the formal reading skills measured by Fountain Valley.

The average Metropolitan early primary level post-test percentile - 83.6 Superior - compared very favorably with the pre-test percentile of 26.2, Low Normal. The wide percentile difference of 57.4 between the pre and post-test scores indicate substantial skills progress was accomplished by the students. A comparison of the actual growth improvement beyond the program objective.

Pupils enrolled in the remainder of the combined program classrooms were administered the Fountain Valley diagnostic pre and post-tests in reading, and the Individualized Computation Skill Program diagnostic arithmatic tests in a pre and post-test sequence.

REMEDIAL EVALUATION

Remedial students showed an average reading skills growth of 11 and a math skills gain of 3 months. Since these pupils are involved in the classroom instructional activities only in the mornings for the six week summer session, their participation is the equivalent of three weeks of full-day instructional programming.

No one has been able to determine just how many reading skills should be mastered within a given period of time because there are too many obvious variables to be considered. No two students are alike and certainly the length of time it takes for the students to master skills will not be the same.

The program's projected growth of twelve (12) skills as measured by Fountain Valley was arbitrarily set after last summer's remedial students' averaged mastery of eight (8) reading skills. It was our desire to establish a higher but hopefully attainable goal and remedial pupils fell short of the expectation by only 1 skill.

Remembering the fact that our remedial students have encountered reading difficulties and have progressed more slowly in reading than the typical student at this age/grade level we feel the overall reading skills achievement was significant.

The average gain of 3 months by remedial students in math exceeds our program goal (No. II) of 1.5 months by 100%.

Early primary level remedial students (ages 5-6) recorded an average skills growth in math of only 1 skill. This class average was disappointing. We feel these students benefited far more in their math instruction than the test results would indicate.

LANGUAGE DEVELOPMENT EVALUATION

Language Development students gained an average of 10.2 new reading skills as measured by Fountain Valley while the I.C.S.P. math testing revealed an average growth of 2.0 months.

Again it is impossible to determine an appropriate number of reading skills to be mastered by students during a given period of time. Certainly our Mexican-American students who have two serious learning handicaps - Spanish as a first language and irregular school attendance - may not be expected to display the skills growth expected from other children in the same age/grade span.

Nevertheless we again projected growth in reading at an average rate of 12 skills during the six week program. The actual average gain of 10.2 reading skills, while representing a deficit of 1.8 skills less than our program objective, was a significant advance for these educationally disadvantaged students.

Language Development students gained an average of two months in arithmetic skills as measured by the I.C.S.P. Computational tests - forms A and B used in a pre and post-test sequence. These results were encouraging since growth measured -- 2 months, exceeded the program objective by one-half month.

Early primary level Language Development pupils (ages 6-8) advanced by an average of 13 skills in math. These students achieved a very satisfactory growth while enrolled in our six week summer school.

The Fountain Valley reading and I.C.S.P. Arithmetic Diagnostic Test results at each instructional level reflected the educational disadvantagement of our combined program enrollees as they achieved well below the skills proficiency levels usually associated with other children at their chronological age levels.

In summation, program achievement test results demonstrated success in our attaining and in some instances exceeding the desired outcomes in terms of measuring pupil progress by administration of our skills testing program.

The average combined program gain in reading was 10.6 reading skills with the average growth in math skills - 2.5 months.

See Attachment H for a complete test summary.

XII. CONSTRUCTION - EQUIPMENT

Classroom air conditioning units purchased and installed previously continue to be effectively utilized to provide a controlled climate resulting in a classroom environment more conducive to learning as well as teaching.

XIII. SUPPORTIVE SERVICES

The Muscatine Language Development staff has not become involved in interstate planning of follow-up services.

IXV. PROGRAM INTEGRATION

The integration of our Language Development Program with the Remedial Summer School was a noteworthy accomplishment.

As mentioned earlier in this report the summer staff prepared continuous progress pupil progress reports which were forwarded to the appropriate neighborhood attendance centers to which our summer enrollees returned in the fall.

Print-outs of the Migrant Transfer System records for migrant summer students who attended our combined summer program and then later enrolled in the local schools until their families complete field work and were ready to return to Texas were forwarded to the school year Language Development Staff.

The individual student record folders compiled throughout the summer are also available to Language Development staff and the classroom teachers.

The sharing of educational resources including student records encourages the smooth transition of "settled-out" and migrant pupils enrolled in our combined summer program to the Language Development Program. These Mexican-American students are afforded the opportunity to continue their progress by using the same texts and resource materials, beginning where they had temporarily paused after the close of the summer program.

XV. STAFF UTILIZATION

1. Instructional Aides

Specific aide assignments included: providing individual and small group assistance for students including drill work after the instructor had established a pattern structure; monitoring and assisting students during their utilization of audio-visual learning devices including System 80, listening centers, and languagemaster, and other duties as may be assigned to support the teacher's instructional rule.

2. Professionals

All professional staff members including instructors, school nurse, and program director were duly certified and trained to perform competently within the scope of each individual's area of specialization. Eleven of the fourteen professional staff members had been previously involved in our Title I summer programming, thereby encouraging continuity of performance and offering the advantage of familiarity with enrollees, procedures, facilities, and educational resources.

The success of the integrated Remedial and Language Development Program has been in direct proportion to the dedication exemplified by its staff. Our personnel very willingly devoted considerable additional time and energy to the identification of appropriate learning objectives, the selection of diversified learning activities, and the preparation of continuous progress program reports in a climate of cooperation and unity.

XVI. PROGRAM CRITIQUE

Mrs. Mildred McKnight, Texas Interstate Cooperative Project migrant teacher, became very familiar with our combined program operation as she observed classrooms and visited with staff members on a daily basis throughout the summer.

Mrs. McKnight prepared an evaluation of our program upon request of the program director. We value her opinions as she states:

"The Franklin Elementary School is a pleasant and air conditioned building to work in. It's Director, Mr. Jerry Lange, is a very capable and well organized administrator.

Before school started he had gathered a wealth of available equipment from all the other schools in order to provide his staff with the needed materials. The goals and objectives for the program were planned well and during the staff in-service these were his top priority.

He selected his staff from teachers of the Muscatine system, who were highly motivated and dedicated to give the best possible education to children. He also provided bilingual teachers and bilingual aides to more fully help the non-English speaking children make a smoother gain in learning English through their mother language, Spanish. Both languages were used at all times to make for more self-assured and confident children.

Each teacher used the multi-media approach to learning and a resource person was provided all day to assist teachers and aides locate the daily needed materials from the media center.

The Remedial Reading, Oral Language Development and the enrichment programs were all excellent.

Health services were good, and the food served in the cafeteria can be rated good. The children were dressed well.

Unit leaders were selected from among the staff and with the principal, they discussed problems, concerns and ideas to better help the rest of the teachers. The Instructional Improvement Committee or the I.I.C., meets weekly. The instructors working as teams within each unit identified skills and objectives appropriate to the needs of their students. Therefore, a team teaching approach was utilized for Remedial Reading, Oral Language Development, and Math.

I did not need to recommend much of anything to the staff and administrator because I think this is an excellent program. I would, however, suggest that perhaps a qualified P.E. instructor could be hired to give the children a more organized and meaningful play period. They did not have instructions in swimming which might be another area to explore for next year. My personal opinion is that all children learn to swim as early as possible, since it is not only a safety precaution against drownings. but also a way to develop good coordination and self confidence.

I suggested some methods and techniques to better teach oral language to the children that did not have a knowledge of English, but as I stated before, this staff and their aides are well qualified and were able to try every possible avenue to develop the difficult processes of the English language by using Spanish to help their children.

I can truthfully say that it was with a sense of pride that I observed the young migrant children learning a second language by the end of the six weeks period. True, they were not as proficient, but with the program that is planning for this fall, I know this can be accomplished.

I don't believe that the Spanish speaking child will lose their inherited culture in anyway by learning English, but be far richer in knowing two languages.

I understand that a Parent Advisory Committee exists, but I would like to recommend that this Committee be formed of both Anglo and Spanish speaking parents so that both cultures can better understand each others concern for their children's welfare. They can learn about each others cultures and plan for a better future for the education of all children.

It has been a great pleasure to represent the Texas Education Agency as a consultant with the Interstate Migrant Project in such a friendly atmosphere as this state of Iowa."

Mildred Contreras McKnight

Texas Education Agency Representative

It is our belief all four program goals stated in our program application were satisfactorily attained.

Program diagnostic test results indicate positive gains were achieved. We believe this amount of growth could only occur to the extent that the individual needs of students were diagnosed and appropriately responded to be means of a prescribed individualized continuous progress program enhanced by utilization of diversified learning activities.

Students responded favorably when they were challenged by a variety of learning opportunities provided in a setting in which their learning styles were given careful consideration as they enjoyed many learning tasks.

As previously mentioned, students in the blue and green units were integrated during the mornings when both programs were functioning. No serious problems developed as these anglo and Mexican-American children worked together to achieve their learning objectives.

However, the instructors feel it was much more difficult to motivate many of the 9-13 year old anglo children who have experienced reading and math difficulties for several years and now have developed a negative attitude towards school. The Mexican-American migrant children within this age range often exhibit a more positive attitude because their classroom experiences have been more productive. As a group these Mexican-American children are definitely not remedial students. They require <u>developmental</u> and <u>supplemental</u> learning experiences to overcome their language disability and to compensate for the lack of time spent in the classroom due to their parent's migration in pursuit of field labor.

We sincerely subscribe to the educational worthwhileness of the Combined Remedial and Language Development Program. In our opinion the diagnostic pre and post-test results, the Texas Interstate Teacher's personal observations, the student's own positive reaction towards their learning tasks, and individual pupil progress records provide the necessary supportive evidence that the program has successfully offered meaningful productive supplementary and remedial educational experiences for educationally disadvantaged students.

Respectfully submitted,

Jerry W. Lange

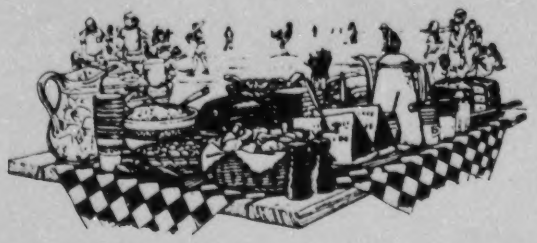
ATTACHMENT A

CONGRATULATIONS

_____

for including reading in your summer fun

1975



_____

ATTACHMENT B

_____
Student's Name

MUSCATINE COMMUNITY SCHOOL DISTRICT

REMEDIAL READING & LANGUAGE DEVELOPMENT
SUMMER PROGRAM

READING PROGRESS REPORT

This report indicates the teacher's judgement of your child's progress in reading skills. It is an individual report and takes into consideration your child's stage of development. Improvement has been noted in the area checked.

The student knows and can recognize from a set of printed choices the following initial consonants:

___ b ___ p ___ c ___ l

___ f ___ s ___ d ___ n

___ h ___ w ___ g ___ k

___ m ___ y ___ j ___ t

The student knows and can recognize the following initial diagraphs:

___ sh ___ wh ___ th ___ ch

The student knows and can recognize from a set of printed choices the following final consonants and blends:

___ s ___ d ___ l ___ n ___ r

___ nd ___ x ___ ng ___ ll

___ nk ___ k ___ m ___ p ___ t

___ nt ___ st ___ ck

Comments: _____

_____

_____

_____
Instructor

ATTACHMENT B

_____
Student

MUSCATINE COMMUNITY SCHOOL DISTRICT

REMEDIAL READING & LANGUAGE DEVELOPMENT
SUMMER PROGRAM

READING PROGRESS REPORT

	MASTERED SKILL	PARTIALLY MASTERED	NEEDS IMPROVEMENT
1. Tell events in pictures.			
2. Carry out 3-step direction			
3. Develop listening skills.			
4. Express main idea in spoken sentence.			
5. Show left-to-right sequence.			
6. Make gross visual discrimination.			
7. Show ability in rhyming words			
8. Show ability in eye-hand coordination.			
9. Show ability in identifying letters of alphabet.			

Comments: _____

_____

_____

_____
Instructor

ATTACHMENT B

_____
Student's Name

MUSCATINE COMMUNITY SCHOOL DISTRICT
REMEDIAL READING & LANGUAGE DEVELOPMENT
SUMMER PROGRAM

READING PROGRESS REPORT

This report indicates the teacher's judgement of your child's progress in reading skills. It is an individual report and takes into consideration your child's stage of development. Improvement has been noted in the area checked.

The student can demonstrate his ability to recognize the sound-symbol relationship of the following initial and final consonants:

___ z ___ v ___ s (final)

The student can recognize from sound-symbol relationship the following sounds:

___ hard g ___ soft g

The student can demonstrate his ability in recognizing the following vowel combinations:

___ ai ___ oa

___ ea ___ aw

The student can demonstrate his ability to recognize the sound-symbol relationship of the following phonetic parts:

___ sch ___ igh

___ ight

The student can demonstrate his ability to recognize the sound-symbol relationship of the following diagraphs and blends·

___ gu (initial) ___ sh (final)

___ nk ___ nd

___ nt ___ ld

The student will demonstrate his ability to recognize the sound-symbol relationship of the following diphthongs:

___ oy ___ oi ___ or

ATTACHMENT B

The student will demonstrate his ability to use the following prefixes and suffixes by selecting from a set of printed choices, the corrent meaning to a stimulus word when that word and a definition are read:

Prefixes	Suffixes
___ un	___ ly
___ re	___ ful
___ dis	___ less
	___ ness
	___ er
	___ th
	___ y

The student will demonstrate his ability to use the following verb forms by selecting the ending that correctly changes a stimulus word:

___ n ___ en

The student will demonstrate his ability to make contraction forms from a set of printed choices.

___ make contractions

The student will demonstrate his ability to recognize the number of syllables in a word and also to recognize proper placement of accent marks.

___ number of syllables

___ placement of accent marks

ATTACHMENT B

_____
Student's Name

MUSCATINE COMMUNITY SCHOOL DISTRICT

REMEDIAL READING & LANGUAGE DEVELOPMENT
SUMMER PROGRAM

MATH PROGRESS REPORT

	Able to do Lo Hace Bien	Beginning to do Está aprendiendo a hacerlo	Unable to Do Le falta práctica
1. The student can draw the number of objects indicated by a given numberal. Demuestra el Número de objectos indicados por un número dado.			
2. The student can write the numeral denoting the number of objects in a given set. Escribe la cantidad en número viendo un grupo de objectos.			
3. The student can rote count to 10. Cuenta hasta 10.			
4. The student has adequate math vocabulary. Tiene vocabulario adecuado en matemático.			
5. The student can demonstrate use of zero. Demuestra uso del húmero cero.			
6. The student can rote count to 20. Cuenta hasta 20.			
7. The student can identify numbers from 1-20. Identifica los números de 1 a 20.			

ATTACHMENT B

	Able to do Lo Hace Bien	Beginning to do Está aprendiendo a hacerlo	Unable to do Le falta práctica
8. The student can count consetive-16 starting with any number from 1-10. Cuenta los números consectivos empezando con cualquier número de 1 a 10.			
9. The student can add numbers from one fro from one to ten. Suma los números de 1 a 10.			
10. The student can subtract numbers from one to ten. Rebaja los números de 1 a 10.			

Comments: _____

_____

_____

_____
Instructor

ATTACHMENT B

Student

FRANKLIN SCHOOL

MATH

INDIVIDUALIZED COMPUTATIONAL SKILLS PROGRAM

WHOLE NUMBERS: SUBTRATION

COMPUTATIONAL SKILLS	PREVIOUSLY MASTERED	MASTERED	PRESENT SKILL LEVEL
1. Subtract two one-digit numbers.			
2. Subtract using the basic facts.			
3. Subtract two two-digit numbers without regrouping (no borrowing).			
4. Subtract two three-digit numbers without regrouping (no borrowing).			
5. Subtract two two and three digit numbers where the tens are regrouped to get more ones (borrowing from the tens only).			
6. Subtract two three-digit numbers where the hundreds only are regrouped (borrowing from the hundreds only, not from the tens).			
7. Subtract two four-digit numbers where the hundreds only are regrouped.			
8. Subtract two three-digit numbers where both the tens and hundreds are regrouped.			
9. Subtract two four-digit numbers where both the tens and hundreds are regrouped.			
10. Subtract two four and five-digit numbers (regrouping all the way).			

Comments: _____

Instructor

Date

ATTACHMENT C

MUSCATINE LANGUAGE DEVELOPMENT SUMMER PROGRAM

ATTENDANCE COMPARISON

Day of Program	Number In Attendance Summer 1974	Summer 1975
1st	58	49
2nd	59	55
3rd	66	60
4th	49	63
5th	77	60
6th	74	64
7th	84	61
8th	79	69
9th	72	60
10th	72	68
11th	85	74
12th	85	78
13th	90	77
14th	79	73
15th	79	78
16th	86	83
17th	93	84
18th	86	84
19th	93	78
20th	92	75
21st	96	86
22nd	108	79
23rd	82	89
24th	83	82
25th	98	82
26th	100	80
27th	102	87
28th	97	87
29th	104	82
Average Daily Attendance	84	74

ATTACHMENT D

MUSCATINE REMEDIAL READING SUMMER PROGRAM

ATTENDANCE COMPARISON

Day of Program	Number in Attendance Summer 1974	Summer 1975
1st	86	126
2nd	86	127
3rd	86	125
4th	70	116
5th	86	103
6th	91	120
7th	90	112
8th	84	117
9th	82	115
10th	84	111
11th	83	124
12th	89	117
13th	87	114
14th	81	114
15th	82	115
16th	92	113
17th	94	110
18th	82	117
19th	78	113
20th	77	116
21st	80	98
22nd	78	108
23rd	79	104
24th	76	104
25th	66	91
26th	67	93
27th	74	102
28th	64	100
29th	72	94
Average Daily Attendance	80	111

5200-B65250-1/75

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Title I, ESEA
Grimes State Office Building
Des Moines, Iowa 50319

Note to Recruiter: Ask for a MSRTS student copy

Does the child have a MSRTS Record, Yes ( ) No ( )

Date Recruited ___/___/___
month/day/year

CERTIFICATION OF PUPIL ELIGIBILITY

_____ Migrant Child Education Program
(State)

Name of Migrant Program Applicant_____

Address_____

1. Classification:

   ( ) Interstate: Did the child, within the past year, cross a State line with his parent or guardian in the pursuit of agricultural employment? Commercial fishing?

   ( ) Intrastate: Did the child, within the past year, cross a school district line with his parent or guardian in the pursuit of agricultural employment? Commercial fishing?

   ( ) Formerly Migratory: A child who has been an interstate or intrastate migrant as defined above but who along with his parents or guardian has ceased to migrate within the last five years.

2. Check appropriate space below:

   ( ) Commercial fishing ( ) Agriculture

   ( ) Interstate ( ) Intrastate ( ) Formerly Migratory

3. Name(s) of Parent(s) or Guardian(s) (1) _____

   (2) _____

4. Name of Student_____, _____ _____
   Last First Middle Initial

5. Sex ( ) Male ( ) Female

6. Birthdate of Student_____
   Month Day Year

7. Verified by Birth Certificate____ Document____ Other____ None____

8. Birthplace of Student_____
   City/County State Country

9. Student's Current Address (Home)_____
   Street City/County State

10. Date of arrival in this school district _____
Month Day Year

11. Last Previous Address _____
Street City/County State

12. Home Base Address, if different then (9) above.

_____
Street City/County State

13. Last school attended _____
Name City/County State

14. Number of school age children in family _____

15. Ages _____

( ) I hereby request and grant permission for my child to be given all necessary medical treatment.

( ) I grant permission for my child to participate in this program.

( ) The Migrant Student Record has been explained to me, and the reasons such information is being collected on my child. I understand it will be available for me to see at my request.

_____ _____
Date Parents Signature

_____
Signature of School Representative initiating this enrollment and verifying migrant status of above student.

To be completed after child enrolls.

Exact date of enrollment in present migrant school. _____
Day Month Year

TITLE I PRODUCT EVALUATION

MIGRANT READING

2 Code of Activity	3 Age Level	4 Test Code	5 Type of Score	6 Number Children Pre-Test	7 Date of Pre-Test	8 Average Pre-Test Score	9 Number Children Post-Test	10 Date of Post-Test	11 Average Post-Test Score	12 Summer Activity	13 Non Public	14 Subjective Evaluation Rating (High 1 2 3 4 5 Low)
					Yr. Mo.			Yr. Mo.		Yes	Yes	1 2 3 4 5
Reading	4-6	Metrop. Rdg.Rdn	%	20	75 7	26.2	19	75 8	83.6	X		X
Reading	6-8	Fountn Valley	Skills	14	75 7	2.	14	75 8	14.	X		X
Reading	7-9	Fountn Valley	Skills	24	75 7	29.	24	75 8	40.	X		X
Reading	7-10	Fountn Valley	Skills	16	75 7	16.	15	75 8	23.	X		X
Reading	9-14	Fountn Valley	Skills	15	75 7	11.	15	75 8	21.	X		X
Reading	9-16	Fountn Valley	Skills	8	75 7	10.	8	75 8	21.	X		X

Pre-test 13.6 Post-test 23.8

Average Skill Score Average Skill Score

Average Skills Growth=10.2

ATTACHMENT H

TITLE I PRODUCT EVALUATION

MIGRANT MATH

2 Code of Activity	3 Age Level	4 Test Code	5 Type Of Score	6 Number Children Pre-Test	7 Date Of Pre-Test		8 Average Pre-Test Score	9 Number Children Post-Test	10 Date Of Post-Test		11 Average Post-Test Score	12 Summer Activity	13 Non Public	14 Subjective Evaluation Rating High Low				
					Yr.	Mo.			Yr.	Mo.		Yes	Yes	1	2	3	4	5
Math	6-8	I.C.S.P. Form A&B	Skill	17	75	7	.7	17	75	8	20.	X		X				
Math	7-9	I.C.S.P. Form A&B	Grade Equiv.	22	75	7	1.8	23	75	8	2.0	X		X				
Math	7-10	I.C.S.P. Form A&B	Grade Equiv.	15	75	7	3.2	17	75	8	3.7	X		X				
Math	9-14	I.C.S.P. Form A&B	Grade Equiv.	14	75	7	4.7	20	75	8	4.7	X					X	
Math	9-16	I.C.S.P. Form A&B	Grade Equiv.	11	75	7	4.1	9	75	8	4.2	X			X			

Pre-test Average — Grade Equivalent 3.5

Post-test Average — Grade Equivalent 3.7

Average Grade Equivalent Growth = 2.0 months